ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001118	N.A.	N.A.	

4. AUTHOR(S):
Massachusetts State Board of Education

5. TITLE OF DOCUMENT ABSTRACTED:
Interim Report: Advisory Committee on Racial Imbalance and Education

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Massachusetts State Board of Education
ST.
CITY, STATE Boston, Mass.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Massachusetts State Board of Education
Boston, Mass.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Jul 64	30

MICROFILM COPY AVAILABLE
YES ☐ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

racial imbalance	school desegregation	neighborhood schools	Negro children	teaching materials
compensatory education	teacher training	student exchange		student motivation
				guidance schools

17. ABSTRACT (MAX. 250 WORDS)

Racial imbalance hampers the fullest academic and vocational development of those affected by it and impairs adequate preparation for the duties of American citizenship. The practical definition of a racially imbalanced school was one in which composition of the school population is sharply out of balance with the racial composition of the society in which Negro children study, serve, and work.

Based on the assumption that racial imbalance exists and adversely affects the sound education of those white and Negro children in separate or unfavorably balanced schools, eight possible areas of focus are suggested as ways of eliminating the detrimental conditions. Among the matters proposed for consideration are ways: to plan the future location of schools in order to avoid racial imbalance; in which new designs for campus-style neighborhood schools may be developed to serve enlarged and more representative community areas; to encourage development of integrated faculties; to improve existing guidance services; to improve teacher education in interracial relations; possibilities of a limited and voluntary student exchange program between urban and suburban school districts; ways to expand compensatory education for disadvantaged children; and possibilities of encouraging school systems to select textbooks and other teaching materials more effective in the preparation of children for living in modern society.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CR file - MASS

(B16)

INTERIM REPORT

ADVISORY COMMITTEE

ON

RACIAL IMBALANCE AND EDUCATION

MASSACHUSETTS STATE BOARD OF EDUCATION

1 JULY 1964

ED001118

Bennett O. Stalvey

BOARD OF EDUCATION
Commonwealth of Massachusetts

Dr. William E. Park, CHAIRMAN, President, Simmons College
Dr. Leo C. Donahue, VICE CHAIRMAN, Superintendent, Somerville Public Schools
Dr. James R. Killian, Jr.. SECRETARY, Chairman of the Corporation, Massachusetts Institute of Technology
Mr. Philip Driscoll, Dean of Admissions, Brandeis University
Mr. Stuart MacMillan, Lawyer, Boston
Dr. John W. McDevitt, Supreme Knight, Knights of Columbus
Mrs. Robert A. Pederson, Teacher, Great Barrington
Dr. Abram L. Sachar, President, Brandeis University
Mr. Joseph Salerno, Vice President, Amalgamated Clothing Workers of America

---

Dr. Owen B. Kiernan, Commissioner of Education

THE MASSACHUSETTS ADVISORY COMMITTEE ON RACIAL IMBALANCE AND EDUCATION

Mrs. Bruce B. Benson, President, Massachusetts League of Women Voters

Rt. Reverend John M. Burgess, Suffragan Bishop, Episcopal Diocese of Massachusetts

Mr. Erwin D. Canham, Editor, Christian Science Monitor

Dr. Harold C. Case, President, Boston University

Dr. Ernest R. Caverly, Superintendent Emeritus, Public Schools of Brookline

His Eminence Richard Cardinal Cushing, Archbishop of Boston

Rabbi H. Bruce Ehrmann, President of Massachusetts Board of Rabbis

Mr. Carl J. Gilbert, Chairman of the Board, Gillette Safety Razor Company

Hon. Edward O. Gourdin, Associate Justice, Superior Court

Oscar W. Haussermann, Esq., Chairman, Massachusetts Committee, Catholics, Protestants and Jews

Mr. Thomas M. Hennessey, Vice President, New England Telephone and Telegraph Company

Dr. Asa S. Knowles, President, Northeastern University

Mr. Francis E. Lavigne, Director, Department of Education and Research, Massachusetts State Labor Council, AFL-CIO

Mr. John S. Laws, Principal, Dix Street School, Worcester Public Schools

Mr. Ralph Lowell, President, Boston Safe Deposit & Trust Company

Hon. Edward J. McCormack, Jr., former Massachusetts Attorney General

Mrs. Roger L. Putnam, President, Scholarships for Negroes, Inc.

Hon. Herbert E. Tucker, Assistant Attorney General

Very Reverend Michael P. Walsh, S.J., President, Boston College

Lewis H. Weinstein, Esq., Member, President's Committee on Equal Opportunity in Housing

Dr. Nils Y. Wessell, President, Tufts University

TASK FORCE ONE

Dr. Thomas J. Curtin, Deputy Commissioner of Education, Massachusetts
Dr. Jack Childress, Dean, School of Education, Boston University
Dr. Lawrence Fuchs, Professor of American Civilization, Brandeis University
Dr. Patricia A. Goler, Chairman, Department of History, Lowell State College
Dr. Herold Hunt, Eliot Professor of Education, Harvard University
Mr. Allie W. Scruggs, Director of Guidance, Ayer (Massachusetts) Public Schools
Chairman: Dr. Franklin Patterson, Director, The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University

TASK FORCE TWO

Staff Representatives from Massachusetts Department of Education

Mr. Raymond S. Dower, Director, Division of Research and Statistics
Dr. Franklin P. Hawkes, Director, Division of University Extension
Dr. Everett G. Thistle, Director, Division of Elementary and Secondary Education
Chairman: Dr. Thomas J. Curtin, Deputy Commissioner of Education

I. THE BACKGROUND

At the beginning of March, 1964, the State Board of Education and the Commissioner of Education appointed an Advisory Committee on Racial Imbalance and Education. As members of this Advisory Committee, we were asked to examine the racial composition of the public schools of Massachusetts, to determine whether or not there is racial imbalance therein, to study the educational consequences of such racial imbalance, and to consider ways in which school systems can deal constructively with racially-imbalanced conditions.

We accepted this assignment because, in common with the School Committees and the Board of Education of the Commonwealth, we support the goals of enlarging educational opportunity for every child and of encouraging excellence of education for all. We define sound education as the fullest possible development of the academic and vocational potential of each pupil, coupled with adequate preparation for his rights and duties of American citizenship. In Massachusetts as elsewhere in the nation, serious questions have arisen about racial imbalance in the schools, especially with regard to its effect on the educational welfare of Negro children and youth.

Our strong hope is that the study in which we are engaged will help resolve such questions in this Commonwealth and provide guide-lines which will be of assistance to the State Board of Education, local School Committees, and private citizens.

The present interim report summarizes the work we have done thus far; indicates our findings with regard to the racial composition of Massachusetts public schools; states our conclusions with regard to racial imbalance and its consequences; and suggests the further steps which we will take between now and December 31, 1964.

II. THE WORK DONE THUS FAR

Periodically since the beginning of March, the Advisory Committee has met with the State Board of Education and the Commissioner of Education at the Lincoln Filene Center, Tufts University. Individually we have reviewed a large amount of research material, expert opinion, and school information. To the degree feasible, we have visited and observed public schools. Our sessions together as a group have been devoted to discussion of our findings and the development of conclusions which all of us support.

We have been aided in our work by two "task forces." Task Force One, assigned to gather and summarize research data concerning racial imbalance and education, is composed of educators and social scientists appointed for this purpose by the State Board of Education. This Task Force has participated in our study as a public service without remuneration. Task Force Two is comprised of experienced educational administrators within the Massachusetts State Department of Education and is assigned the responsibility of providing departmental services to the present study.

In our behalf the Task Forces have accomplished the following services since the beginning of March: (1) a racial census of each public school in Massachusetts;* (2) a compilation of research findings concerning the impact

---

* With the exception of schools of one district which did not comply with the census request.

of racial imbalance on the education of children; (3) a compilation of research findings on the results of integration; (4) a national survey of the membership of the American Educational Research Association to determine expert opinion on the consequences of racial imbalance in schools; (5) an analysis of relationships among racial imbalance, educational achievement, and "cultural deprivation" in Boston; (6) compilation of research findings with regard to the relationship between education and self-concept among Negro children; (7) consultation with leading school administrators in Boston; (8) consultation with Negro citizen leaders in Boston; (9) consultation with white and Negro parents in Boston; (10) consultation with white and Negro high school youth in Roxbury; (11) consultation with representatives of the Massachusetts Educational Conference Board; (12) studies of proposals for reducing racial imbalance in school systems in other parts of the nation; (13) demographic map analysis of racial imbalance and other factors in the school districts of the state with particular reference to Springfield and Boston; (14) visits to public schools; (15) preparation of a number of working papers and other documents for the Advisory Committee.

Task Force One has met at least one day a week, and frequently more often, since early March. Task Force Two consistently has supplied valuable time and services to our study. We are grateful, in addition, to school administrators of the Commonwealth who were generous in giving their time and information to this study; to the parents and teachers who cooperated helpfully

at many points; to the community organizations which provided assistance; to the Negro leaders who took time for our work; to social scientists who contributed in many ways; and to the Lincoln Filene Center for giving the study a temporary home and significant services. We wish also to indicate our appreciation for the initial grant of the Committee of the Permanent Charity Fund which helped us materially in the phase of our work reported at this point.

Complete records, including research reports, informational materials, minutes, and working papers of our study are being maintained in the files of the Massachusetts Department of Education.

III. OUR FINDINGS AT THIS POINT

In our judgment, a racially-imbalanced school is one in which the composition of the school population is sharply out of balance with the racial composition of the society in which Negro children study, serve, and work.

Certain public schools of Massachusetts are racially-imbalanced in this sense. This fact is demonstrated by the racial census summarized in Appendix A.* Highlights of this census are reported below.

The racial census of March, 1964, included 2275 schools located in 388 school districts of the Commonwealth. Each school district was asked to report the numbers of white and non-white pupils attending kindergarten through grade 12. The census indicated that there are 918,856 white children and 36,498 non-white children in the public schools of Massachusetts.

The percentage of non-whites in the total school population of the state is 3.8. Of these over one fifth (7577) of Massachusetts' non-white children are in twenty schools, all in Boston. Two of these twenty are junior high schools; the other eighteen are elementary schools. All contain 91 to 100% non-whites.

There are thirty-one schools in Massachusetts with 81 to 100% non-whites.

---

* The school racial census distinguishes between white and non-white children. While the non-white category includes some children of Asian and other stock, the vast preponderance of children in this category are Negro.

The pupils in these schools include 31.7% (11,555) of all the non-white children in the state. Twenty-eight of these schools are in Boston; three are located in Springfield. Three are junior high schools; twenty-eight are elementary schools.

Schools with 51-100% non-whites amount to fifty-five in number. These include 52.9% (19,327) of all of Massachusetts' non-white children. Forty-five of these schools are in Boston; eight are in Springfield; one is in Medford; and one is in Cambridge. One of these schools is a high school. Five are junior high schools. Forty-nine are elementary schools.

Boston public schools contain 70,703 (77%) white children and 21,097 (23%) non-white children. Some 59% (21,097) of all Massachusetts' non-white children attend Boston schools. Thirty-six per cent (7577) of Boston's non-white children are located in eighteen elementary and two junior high schools, all of which have 91-100% non-whites. Half (10,400) of Boston's non-white children are located in twenty-five elementary schools and three junior high schools, all of which have 81-100% non-whites.

Springfield public schools contain 26,662 (83.6%) white children and 5237 (16.4%) non-white children. Fourteen per cent of all the non-white children in Massachusetts attend Springfield schools. Seventy-three per cent (26,334) of all Massachusetts' non-white children attend either Boston or Springfield schools. Approximately half (18,281) of all Massachusetts' non-white children are found in sixty-seven elementary schools, representing 3% of the schools in the state.

Well over two-thirds (624,566) of all Massachusetts' white children are

in schools which have no non-whites or less than one per cent non-whites. Seventy-eight per cent (1782) of all the public schools in Massachusetts have either no non-whites or five or fewer non-whites.

Beyond the results of the census, our study has led us to examine the consequences of racial imbalance on sound education, with particular reference to Negro children. We have sought to separate the effects of racial imbalance from other factors. We have recognized that white and Negro children come to the public schools from advantaged families as well as from families with social and economic disadvantages, so that the term "culturally deprived" is not synonymous with, nor limited to, children who are Negro.

This Advisory Committee concludes that sound education is affected adversely by racial imbalance in the following ways: on what basis?

1. Racial imbalance damages the self-confidence and motivation of Negro children.

2. Racial imbalance reinforces the prejudices of children regardless of their color.

3. Racial imbalance does not prepare the child for integrated life in a multi-racial community, nation, and world.

4. Racial imbalance impairs the opportunities of many Negro children to prepare for the vocational requirements of our technological society.

5. Racial imbalance often results in a gap in the quality of educational facilities among schools.

6. Racial imbalance in the public school represents a serious conflict with the American creed of equal opportunity.

Our late President, John F. Kennedy, defended the principle of equal opportunity on moral grounds - "because it is right." We believe that racial imbalance in the school denies Negro children equality of opportunity in significant phases of their academic, vocational, and civic development. We defend the principle of equal opportunity in education through racial balance, because it is right - morally and educationally. We conclude that integrated education means better education when it is backed by an orientation program which explains the educational and moral reasons for racial balance in the school, and when it is supported by an educational enrichment program which upgrades the learning experience of all children.

IV. FURTHER STEPS: JULY - DECEMBER, 1964

During the next six months, the Advisory Commitee will seek to develop concrete models for the achievement of racially-balanced schools, so that educational opportunities for all children may be improved. The Advisory Committee looks forward to the opportunity to work closely with school officials in connection with the development of such plans. We hope also to be able to secure the consultation and assistance of university experts on school administration, urban geography, city planning, and other areas relevant to the development of programs to reduce racial imbalance in the schools.

We foresee that, during the next phase of our work, we will be concerned with questions and policy matters which arise out of our essential first conclusion that racial imbalance exists and that it operates to the detriment of sound education. We will consider, among other things, such matters as the following:

- ways to plan the future location of schools in order to avoid racial imbalance;
- ways in which new designs for campus-style neighborhood schools may be developed to serve enlarged and more representative community areas;
- ways to encourage the further development of integrated faculties;
- ways that school administrators and guidance counselors can improve existing guidance services and expand such services into elementary schools;
- ways of improving teacher education to strengthen understanding of intergroup relations and intergroup education techniques;

- possibilities of urban and suburban school districts exchanging students on a voluntary basis for limited periods of time;

- ways to continue and expand compensatory education programs (such as Operation Counterpoise in Boston) aimed at improving academic achievement among children in disadvantaged neighborhoods;

- possibilities of encouraging school systems to select textbooks and other teaching materials which will prepare children more effectively for living in an integrated society.

All of the possible lines of interest and consideration listed above are merely illustrative. The point is that we intend during the second phase of our study from July - December to deal with practical questions which arise out of our conclusion that racial imbalance is educationally undesirable. From this conclusion, it is clear that efforts to reduce racial imbalance will require planning on many fronts by many concerned people. We look forward to contributing as much as we can to the practical planning that is necessary in order to reduce racial imbalance, and we look forward to working in cooperation with others who share our concern for the educational welfare of the children of the Commonwealth.

We are grateful to the Committee of the Permanent Charity Fund for a second grant in support of the work which we plan to do in the coming months.

APPENDIX A

Racial Composition of the Schools of the Commonwealth of Massachusetts

TABLE I

DISTRIBUTION OF WHITE AND NON-WHITE PUPILS

AMONG MASSACHUSETTS PUBLIC SCHOOLS
(388 School Districts *)

Schools Reporting	No. of Schools Without Non-Whites	No. of Schools With Non-Whites	PERCENTAGES OF NON-WHITES										
			Less Than 1%	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
2275	1011	1264	575	551	46	23	9	5	10	9	5	11	20
	44.4%	55.6%	25.27%	24.21%	2.02%	0.97%	0.40%	0.22%	0.44%	0.40%	0.22%	0.48%	0.88%

* New Bedford Vocational High School is included. Other New Bedford schools are not recorded.

TABLE II

DISTRIBUTION OF WHITE AND NON-WHITE PUPILS

AMONG BOSTON PUBLIC SCHOOLS

Schools Reporting	No. of Schools Without Non-Whites	No. of Schools With Non-Whites	PERCENTAGES OF NON-WHITES										
			Less Than 1%	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
201	42	159	28	52	11	13	7	3	5	8	4	8	20
	20.90%	79.10%	17.61%	32.70%	6.92%	8.18%	4.40%	1.89%	3.14%	5.03%	2.52%	5.03%	12.58%

TABLE III

DISTRIBUTION OF WHITE AND NON-WHITE PUPILS

AMONG SPRINGFIELD PUBLIC SCHOOLS

Schools Reporting	No. of Schools Without Non-Whites	No. of Schools With Non-Whites	PERCENTAGES OF NON-WHITES										
			Less Than 1%	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
49	5	44	10	18	5	2	None	1	3	1	1	3	None
			20.40%	36.73%	10.20%	4.08%	0.0%	2.04%	6.12%	2.04%	2.04%	6.12%	0.0%

Massachusetts Schools Containing 51 to 100 Per Cent Non-White Children

Community	School	White	Non-White	Total	Per Cent Non-White
Boston	Lewis Annex		59	59	100.0
Boston	Lewis Jr. High School	3	563	566	99.5
Boston	Hyde School	3	324	327	99.1
Boston	Everett School	3	256	259	98.8
Boston	Asa Gray School	4	285	289	98.6
Boston	Wm. L. P. Boardman Sch.	3	194	197	98.5
Boston	David A. Ellis School	10	631	641	98.4
Boston	Phillips Brooks School	11	625	636	98.4
Boston	Henry L. Higginson Sch.	6	314	320	98.1
Boston	Ira Allen School	4	195	199	98.1
Boston	Julia Ward Howe School	8	402	410	98.0
Boston	David A. Ellis Annex	4	148	152	97.6
Boston	Quincy Dickerman Sch.	12	474	486	97.5
Boston	Williams School	4	138	142	97.5
Boston	Garrison School	36	1096	1132	96.8
Boston	William Bacon School	9	267	276	96.7
Boston	Sarah J. Baker School	31	686	717	95.7
Boston	Pat. T. Campbell Jr. High	56	730	786	92.9
Boston	Quincy School	12	148	160	92.5
Boston	Business Educ. Annex	4	42	46	91.3
Boston	Nathan Hale School	35	349	384	90.9
Springfield	Deberry School	57	560	617	90.7
Boston	Dillaway School	38	300	338	88.7
Boston	Abby W. May School	22	160	182	88.0
Boston	Wm. E. Endicott School	50	336	386	87.2
Boston	James P. Timilty Jr. High	93	620	713	86.9
Springfield	Eastern Avenue School	30	194	224	86.6
Boston	Chas. C. Perkins School	44	259	303	85.5
Boston	Dudley School	51	299	350	85.4
Springfield	Hooker School	85	401	486	82.5
Boston	Jos. J. Hurley School	108	500	608	82.2
Boston	Albert Palmer School	52	161	213	75.7
Springfield	Tapley School	172	517	689	75.0
Boston	Atherton School	68	203	271	74.9
Boston	Aaron Davis School	103	263	366	71.8
Boston	O.W. Holmes Jr. High	192	471	663	71.0

Community	School	White	Non-White	Total	Per Cent Non-White
Boston	Joshua Bates School	51	121	172	70.6
Boston	Girls High School	235	561	796	70.5
Boston	John Winthrop School	143	319	462	69.0
Boston	Dearborn Annex	79	172	251	68.5
Boston	George Bancroft School	67	132	199	66.6
Boston	Chris. Gibson School	252	478	730	65.5
Boston	Dearborn School	199	373	572	65.2
Springfield	Buckingham Jr. High Sch.	409	703	1112	63.2
Boston	Chas. E. Mackey School	281	448	729	61.4
Boston	Abraham Lincoln School	162	250	412	60.8
Springfield	Ells School	175	269	444	60.5
Springfield	Carew Street School	168	241	409	59.0
Springfield	Brookings School	359	510	869	58.6
Medford	Hervey School	118	162	280	57.8
Boston	Farragut School	134	165	299	55.1
Boston	Maurice J. Tobin School	325	383	708	54.1
Boston	Sarah Greenwood School	485	548	1033	53.0
Cambridge	Houghton School	268	288	556	51.9
Boston	David L. Barrett School	32	34	66	51.7

Interim Report

ADVISORY COMMITTEE

on

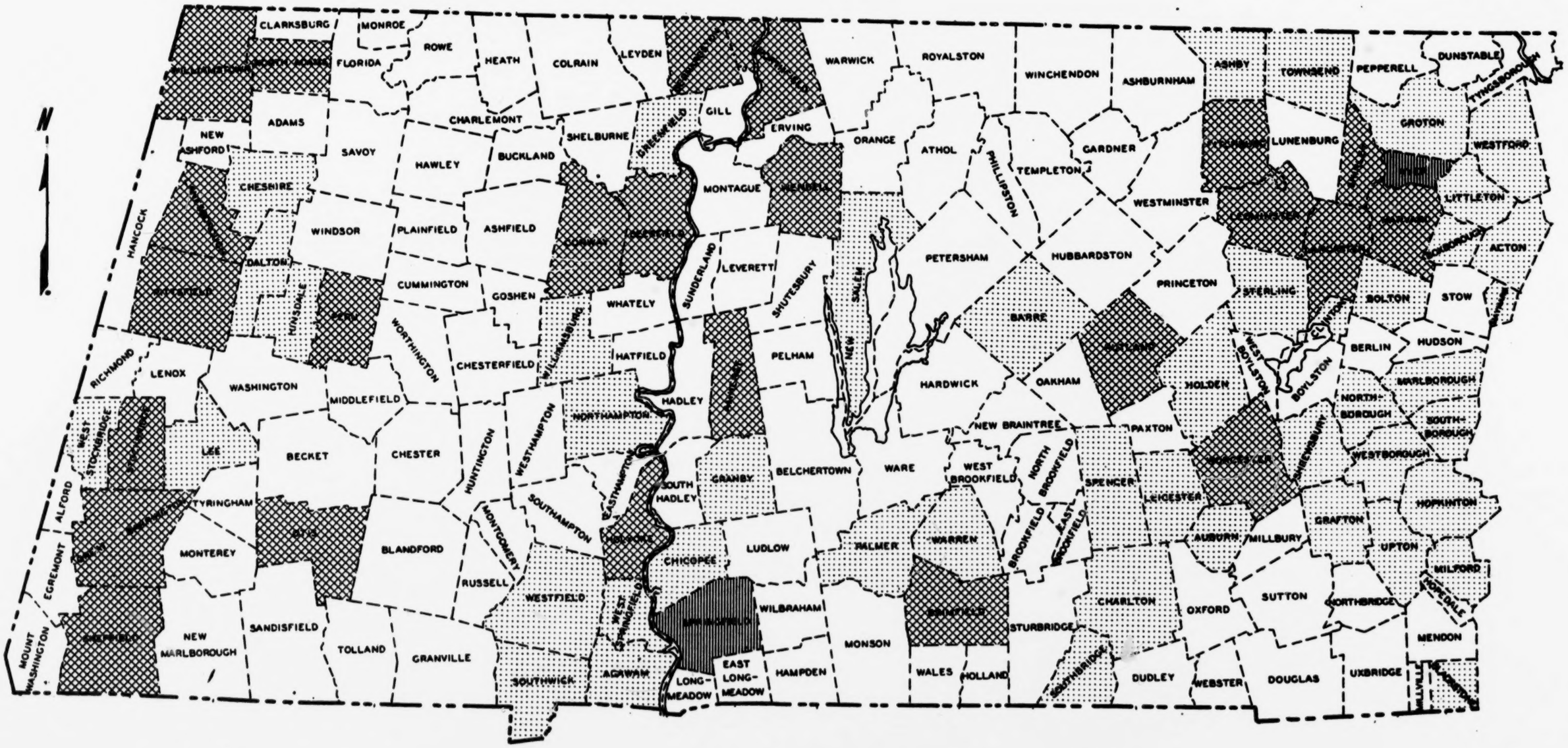
RACIAL IMBALANCE AND EDUCATION

APPENDIX B

Maps Relating to Racial Composition

THE COMMONWEALTH OF MASSACHUSETTS

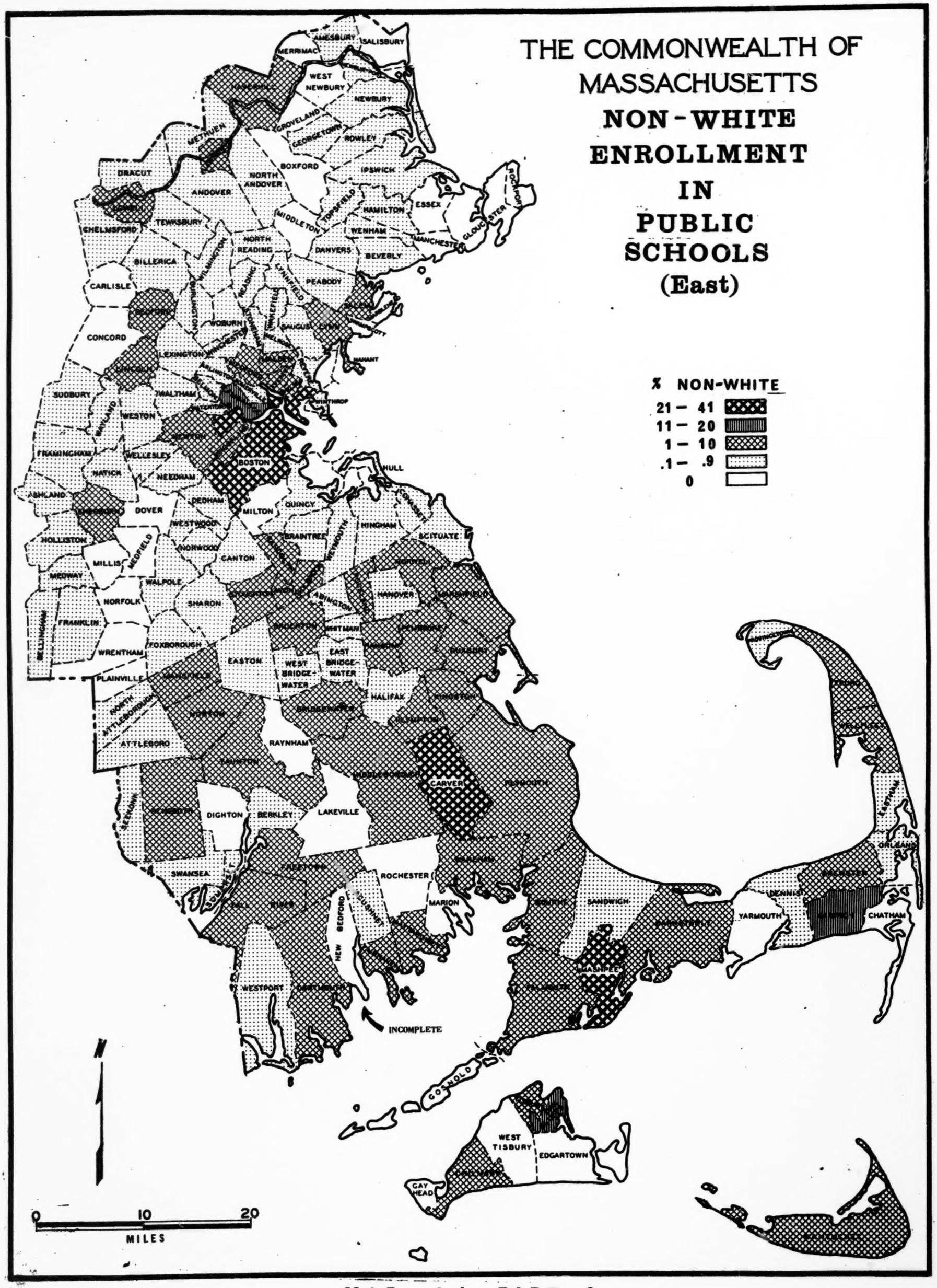
NON-WHITE ENROLLMENT IN PUBLIC SCHOOLS (West)



MAP A-1 PART 1

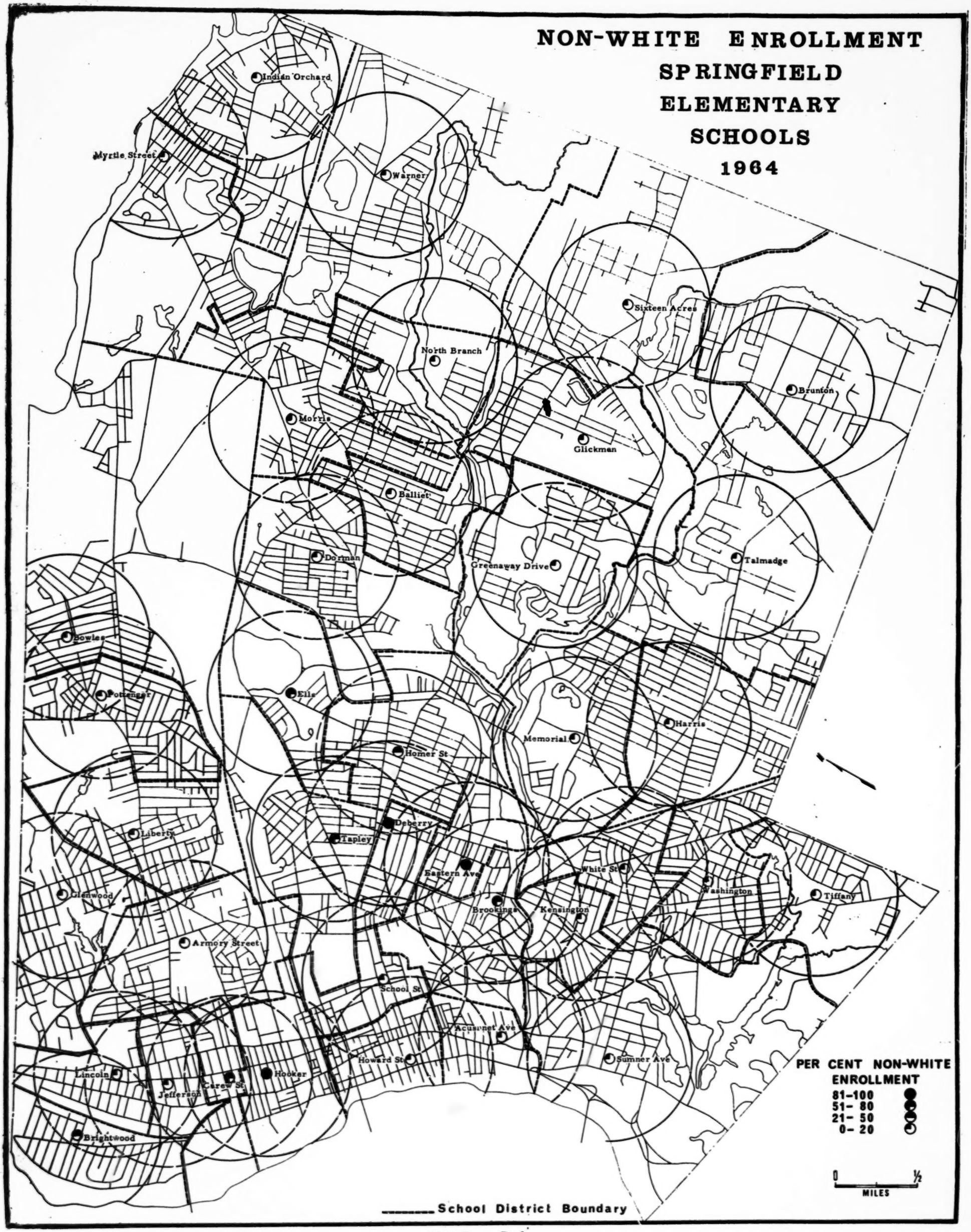
THE COMMONWEALTH OF MASSACHUSETTS

NON-WHITE ENROLLMENT IN PUBLIC SCHOOLS (East)



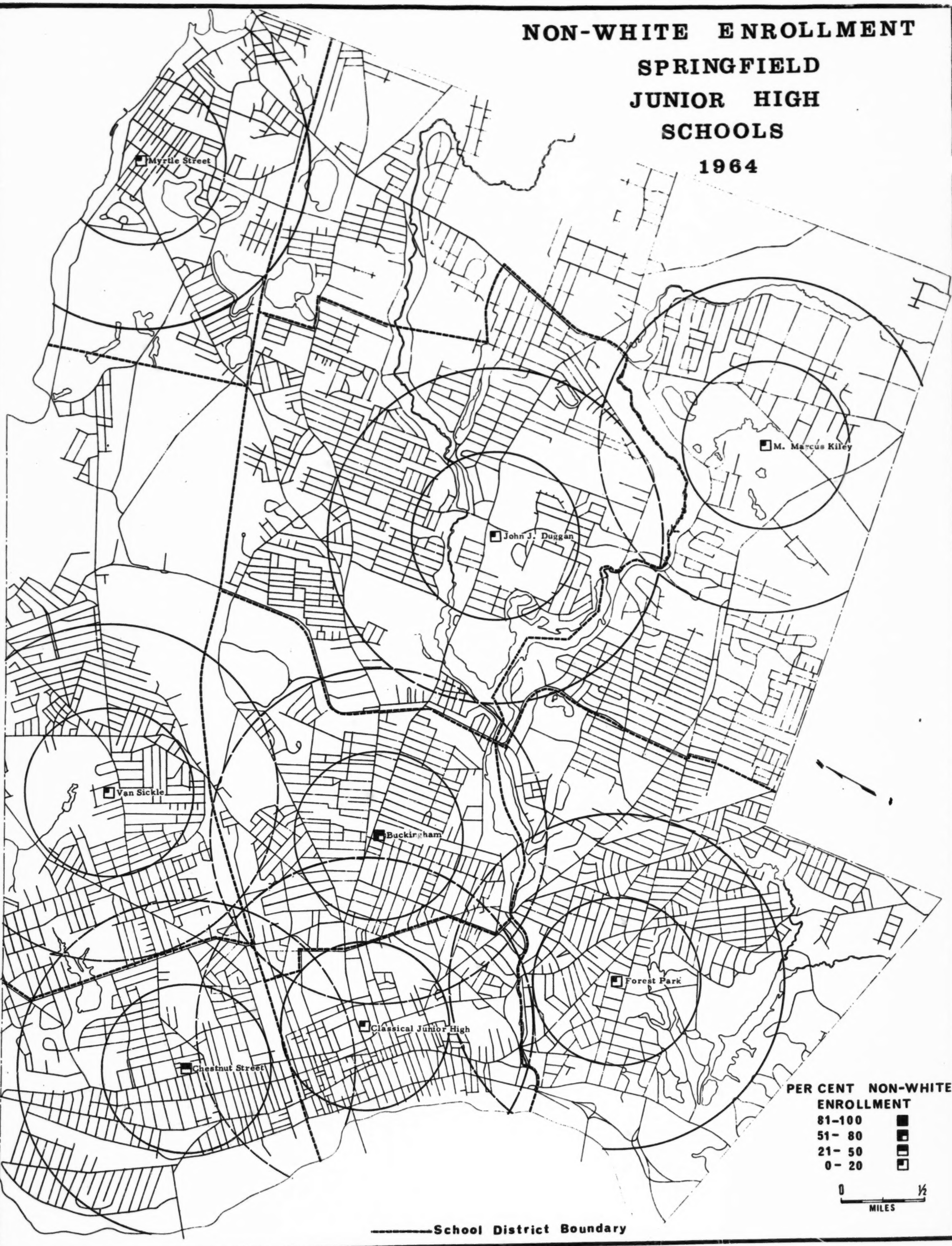
MAP A-1 PART 2

NON-WHITE ENROLLMENT
SPRINGFIELD
ELEMENTARY
SCHOOLS
1964



MAP B-1

NON-WHITE ENROLLMENT
SPRINGFIELD
JUNIOR HIGH
SCHOOLS
1964



MAP B-2

NON-WHITE ENROLLMENT
BOSTON STUDY AREA
ELEMENTARY SCHOOLS
1964

---------- School District Boundary

Godvin
Prince
Lincoln
Quincy
Milmore
Charles Perkins
Bancroft
Mackey
Williams
Hurley
Everett
Bates
Hyde
Allen
Gray
Farragut
Tobin
Bacon
Davis
Palmer
Dudley
Dillaway
Dearborn School & Annex
Bulfinch
Jefferson
Hale
Samuel Mason
Business Ed. Annex
Emerson
May
Lewis Annex
Baker
Wyman
Kennedy
Howe
Hawthorne
Boardman
Winthrop
Mendell
Higginson-Ellis Annex
Ellis
Russell
Dever
Fenwick
Brooks
Edward Everett
Agassiz
Old Agassiz
Bowditch
Williams
Dickerman
Garrison
Fuller
Motley
Mather
Southworth
Manning
Atherton
Gibson
Cushing
Endicott
Marshall
Rochambeau
Greenwood
Champlain
Stone
Nightingale
O'Hearn
Hemenway
Paine
Audubon
Whittier
Barrett
Gardner
Storrow
Fifield
Richards
Kenny
Minot
Bradford
Leon
Baker
Logue
Wolcott
Shaw
Thompson
Hoar
Norcross
Bigelow
Burnham
Tuckerman
Hart
Dean
Gaston
Perry
O'Reilly
Andrew
Michael Perkins

N

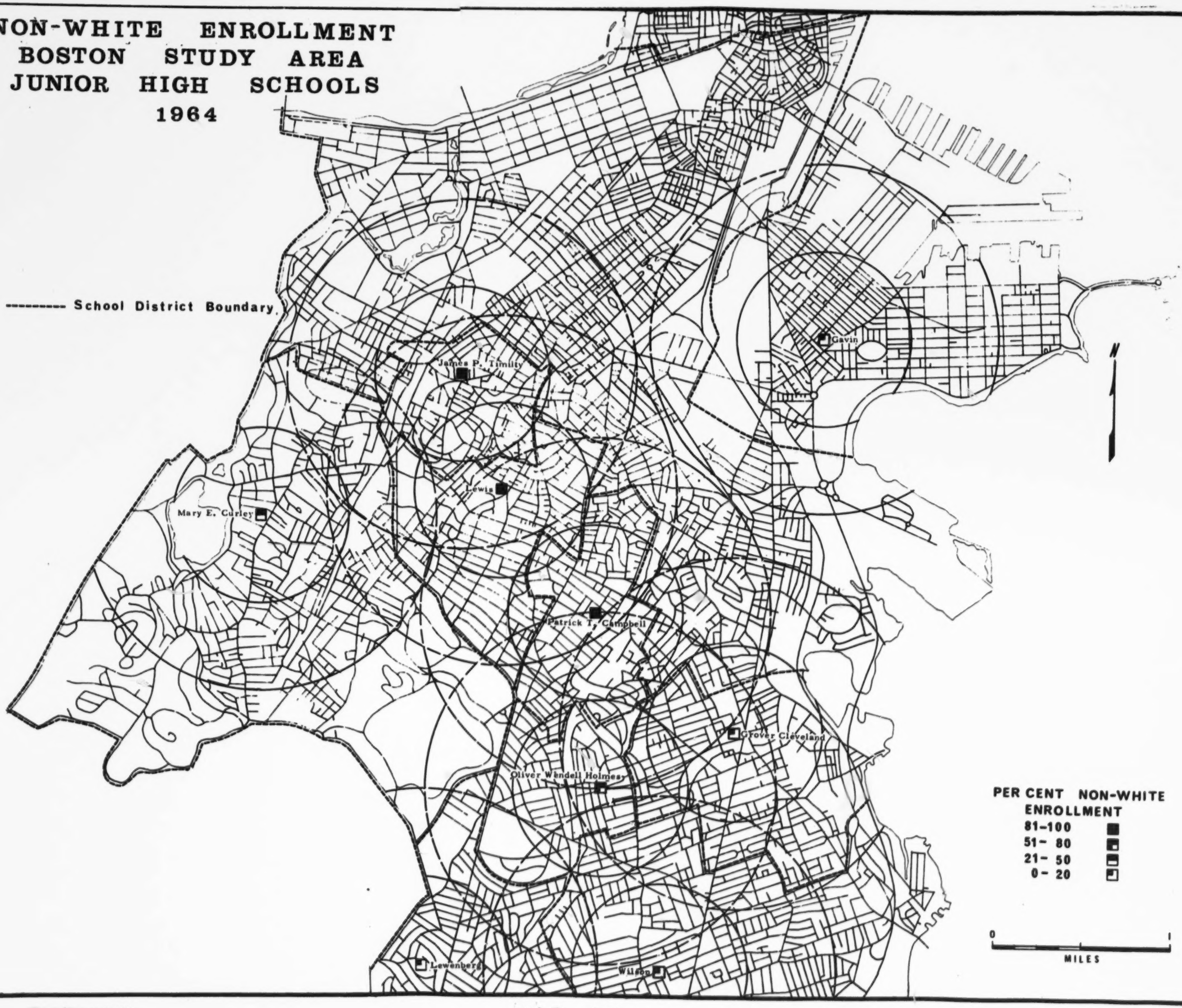
PER CENT NON-WHITE ENROLLMENT

81-100	●
51- 80	●
21- 50	●
0- 20	○

0 1
MILES

MAP D-1

NON-WHITE ENROLLMENT
BOSTON STUDY AREA
JUNIOR HIGH SCHOOLS
1964



MAP D-2